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ABSTRACT

The child of the migratory agricultural worker is a special problem due to his mobility and difficulties in using the English language. Funded by the Elementary and Secondary Education Act Title I, the Texas Child Migrant Program was developed to provide an educational opportunity for the migrant child which would enable him to function within society. During the 1971-72 school year 48,848 students from 123 districts participated in the program. Approximately 98 percent of these were Mexican Americans. Two types of programs were operated--the Minimum Foundation Program 7-month School and the regular school term program. Most of the non-Mexican American students participated during the regular school term. These programs primarily served grades 1-9, but some projects also served grades 10-12. This 1971-72 annual report serves as summary and evaluation of the activities and services provided during the year for migrant children. Information is given on the: 7-month and regular school term programs; school districts' interpretation of the program; participants; pupil services; instructional activities; testing program; dropouts; graduate follow-up; parental involvement; program personnel; and the summer program. (NQ)

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DIVISION OF EVALUATION
TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
DECEMBER, 1972

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ANNUAL REPORT

of the texas child migrant program 1971-72

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ANNUAL REPORT
OF THE
TEXAS CHILD MIGRANT PROGRAM
1971-72

Division of Evaluation
Texas Education Agency
Austin, Texas 78701
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December 1972

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COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

PREFACE

The Texas Education Agency has annually undertaken the task of examining the impact of programs designed for children of migratory agricultural workers which are provided through the school systems of the State of Texas. A need for information about those areas which affect this population group continues to be basic to the effort to strengthen and improve the programs which are provided. The Texas Child Migrant Program was first begun in the fall of 1963 to provide the migrant children of Texas with special programs and services to meet their particular needs. In 1966, Title I of the Elementary and Secondary Educational Act made funds available for special programs to be implemented for migrant students.

This report is intended to serve as a summary and evaluation of the activities and services which have been provided during 1971-72 for children of migratory agricultural workers through programs funded by ESEA, Title I, Migrant. The 123 school districts involved in this program provided the data from which this report evolved. It is the desire of the Texas Education Agency that the information contained in this report will contribute to the continued improvement of all programs for disadvantaged children. It is hoped that this information will be utilized by other groups and organizations in their efforts to provide quality education to all children.

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INTRODUCTION

The program for migrant children which is funded from ESEA, Title I was developed in order to provide an educational opportunity for children of migrant agricultural workers which would enable the child to function within society. The migrant child of Texas is a special problem due to his mobility and difficulties in the use of the English language.

The Texas Child Migrant Program was developed to meet some of these special needs of migrant children who are determined by the criteria of the following definition provided by the United States Office of Education:

> A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities.

The guidelines of the Texas Child Migrant Program are related to the goals for Public School education which were adopted by the State Board of Education in 1970. Specific guidelines for the migrant program include:

- The evaluation of the migrant student must precede the design of an instructional program.
- Adequate provision must be made for development of communication skills, assuring a functional fluency in oral English before beginning instruction in reading English.
- Techniques of teaching English as a second language should be used as an integral part of the curriculum.
- As ninety-five percent of the migrant children speak Spanish, bilingual instruction, particularly in the kindergarten and primary grades, should be an integral part of the Child Migrant Program.
- Learning experiences in school should be related to the child's cultural heritage, to his home environment, and to his experiences during periods of migration.
- Meaningful learning experiences, both in academic and vocational programs, must be provided for the migrant child. Experiences appropriate for his abilities and aspirations, chronological age, and for his achievement level must be provided.

Participating in the 1971-72 migrant program were 123 districts with 48,848 students. There were two types of programs for migrants operated by the school districts. Nineteen of the districts operate the Minimum Foundation Program Seven-month School, while all of the other districts operate a program during the entire regular school term. The programs served primarily Grades 1 - 9, but some projects also served Grades 10 - 12.

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PROGRAM DESCRIPTION

The Seven-month Program

To compensate for the inability of migrant children to attend school the entire ten-month term, a special seven-month school year was operated in the various districts. This type of school operated for a minimum of one hundred and thirty-five (135) instructional days, and the school day was extended so that the children were exposed to the same number of instructional hours as were children in the regular program. Teachers were obligated for an additional ten days for preparation and in-service.

A special teacher allocation formula under the Minimum Foundation School Program was used to assure that these classrooms did not become overcrowded during peak enrollment periods. This formula allocated teachers on the three peak reporting periods rather than the usual six reporting periods. This assured that the maximum number of teachers were available when the greatest number of children were in school.

The migrant children in this program were grouped together in separate classrooms or on specific campuses. This allowed for all the children to begin and end the school year at the same time. When possible the migrant children participated with non-migrants in such activities as art, music, physical education and field trips.

The Regular Migrant Program

Each school district that participated in the Texas Child Migrant Program provided supplementary educational services known as the Enrichment Program, which operated during the regular ten-month term. Various plans to utilize the Enrichment Programs were employed by the school district, including an extended day providing additional instruction at the end of the school day, provisions for additional services and activities during the regular school day, separate non-graded migrant classrooms, or any combination of these.

All migrant program schools provided for developmental and remedial programs, for health and other ancillary services, and for a variety of enrichment activities. All schools provided for in-service training for personnel, including programs to improve instructional methods and techniques and to develop awareness of the psychological and sociological factors affecting cognitive processes. All schools included in their plans provisions for development of closer home-school relationships. All schools could request funds for the employment of special professional personnel and para-professional aides, the number being dependent on the priority of needs in the individual school.

School Districts' Interpretation of the Program

The migrant student is very likely to be two or more years overage, have an inadequate oral English vocabulary, come from a low-income family, and be prone to drop out of school to help earn family income. Several school districts indicated that the basic educational needs of migrant students may be associated with a low socio-economic status and travel with parents seeking agricultural employment, which denies these students the opportunity to take advantage of the instructional hours in a regular school program. School districts tried to meet the specific needs of these students through Title I funded migrant programs by offering more instructional hours and various programs during the time the students are based in their home area.

Generally, school districts reported that the migrant student needs

- to have a better grasp of the English language so that communication is more effective
- background experiences and remedial work so that normal progress in school is possible
- medical help and physical training to develop better physically, emotionally, and socially
- vitamins and balanced meals so that improved classroom alertness and performance is more probable
- an improved attitude toward school attendance and education
- an improvement of his self-image
- experiences in art, music, and the Mexican-American cultural background
- a vocation oriented program so that a saleable skill can be developed prior to the termination of their education.

Specific program purposes were designed by each district from the stated goals that would best meet the needs of their migrant students. The formation of these purposes was influenced by teacher judgement, diagnostic instruments, and previous information about the students. Typically these program purposes included the following:

- To prepare the migrant to attain his optimum level of proficiency in communication skills, especially in the areas of oral English communication, reading, and language arts.
- To provide programs that enhance the students' opportunity for success.

- To provide health and welfare services to meet the physical needs of the student.

- To widen the students' knowledge of vocational choices accessible and to provide adequate guidance toward an attainable choice.

- To provide programs that will create a better citizen-student who is equipped with a saleable skill and will be an asset to the community.

Oral language development and reading were major content areas in almost all of the migrant programs. Language arts, mathematics, enrichment experiences, and vocational education were other areas of major content. English as a second language was often a major part of the curriculum. A variety of library, audio-visual, and consumable supplies and materials were often used in lieu of or to supplement adopted textbooks. Enrichment experiences included field trips, professional performances, special movies, talent shows and instruction in Mexican-American cultures including dance, native dress, music and tradition. Various vocational programs in the areas of agriculture, construction trades, welding, mechanical repair, home and community service, etc. were offered.

Individual and small group instruction with multi-level materials was a common organizational pattern. In many school districts, students were assigned to classes of approximately 15 pupils each based on such factors as interest, fluency in English, and conceptual development rather than age and grade level. The migrant aide program supplied general instructional aides who typed and duplicated materials especially adapted to the needs of migrant students, prepared progress reports, graded objective tests and performed other routine, non-instructional duties directly related to the migrant program. Other bilingual aides were very helpful in carrying out the program under the supervision of the teacher and enabled the teacher to maintain a high level of individual instruction.

PARTICIPANTS

In the 1971-72 school year migrant students were provided with special services in 123 school districts. Figures A and B show the growth trends of the migrant program. Although the staff which manages the migrant program has not increased in size since 1968, the number of participants and the number of districts have more than doubled during this same period. Today the program is over twelve times as large as it was in the beginning.

Approximately 98 percent of the participating students are Mexican-American. Most of the non-Mexican-American students served by the program were in the regular migrant program rather than the seven-month program. About 50 percent of the students are in the seven-month program and 50 percent are in the regular migrant program. Table 1 displays the participation of migrant students by grade level. Approximately 80 percent of the students are in Grades 1 - 9.

Table 1 PARTICIPATION BY GRADE LEVEL

Grade	7-month	Regular	Total
PK	91	202	293
K	2,009	1,645	3,654
1	2,696	3,368	6,064
2	2,540	2,920	5,460
3	2,519	2,666	5,185
4	2,283	2,422	4,705
5	2,088	2,356	4,444
6	2,027	2,031	4,058
7	1,840	1,910	3,750
8	1,641	1,797	3,438
9	1,478	507	1,985
10	1,143	509	1,652
11	719	276	995
12	628	325	953
Ungr.	564	1,026	1,590
Sp. Ed.	276	346	622
TOTAL	24,542	24,306	48,848

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Figure A
PARTICIPATION TRENDS

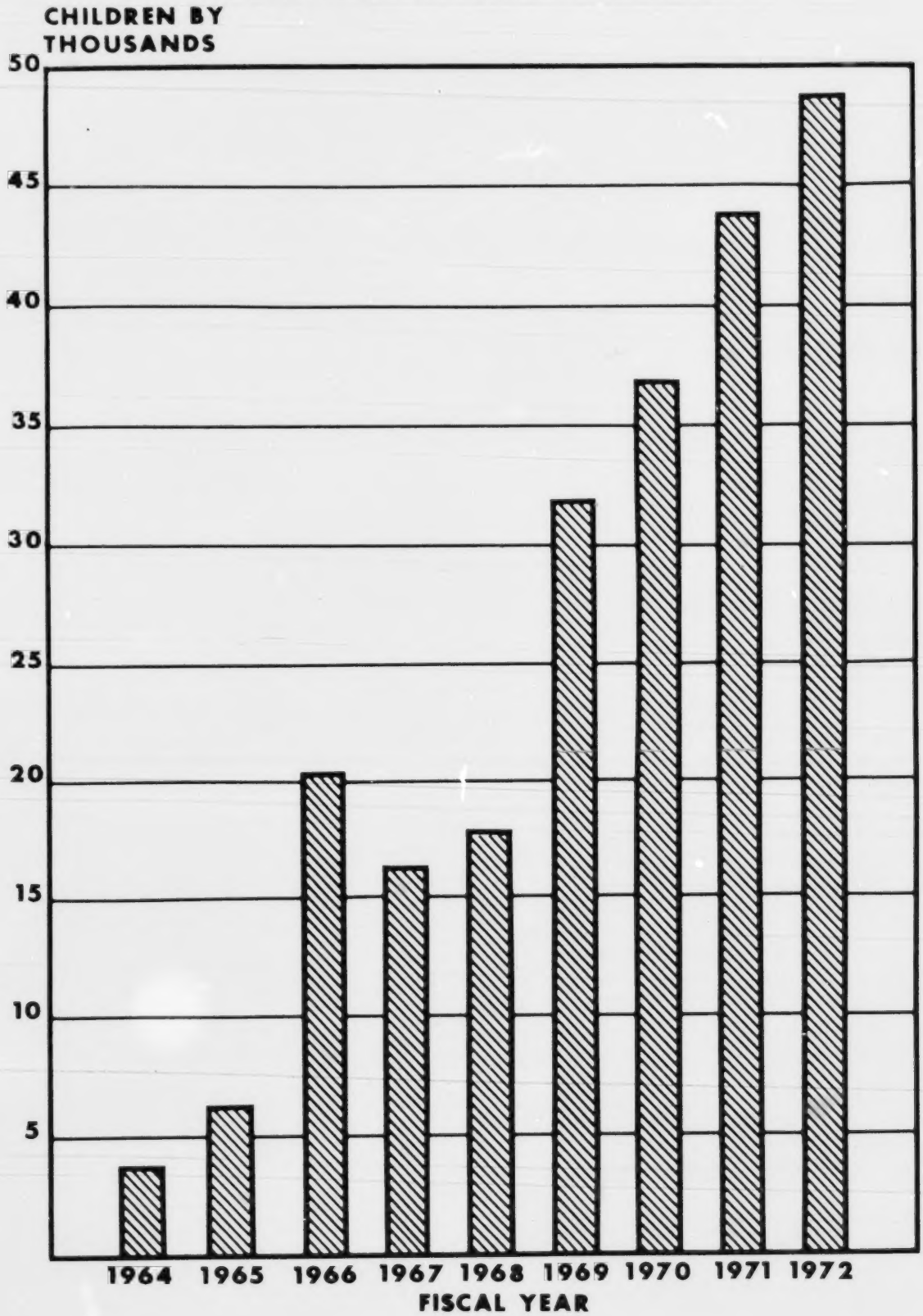

Figure B
PARTICIPATION OF DISTRICTS

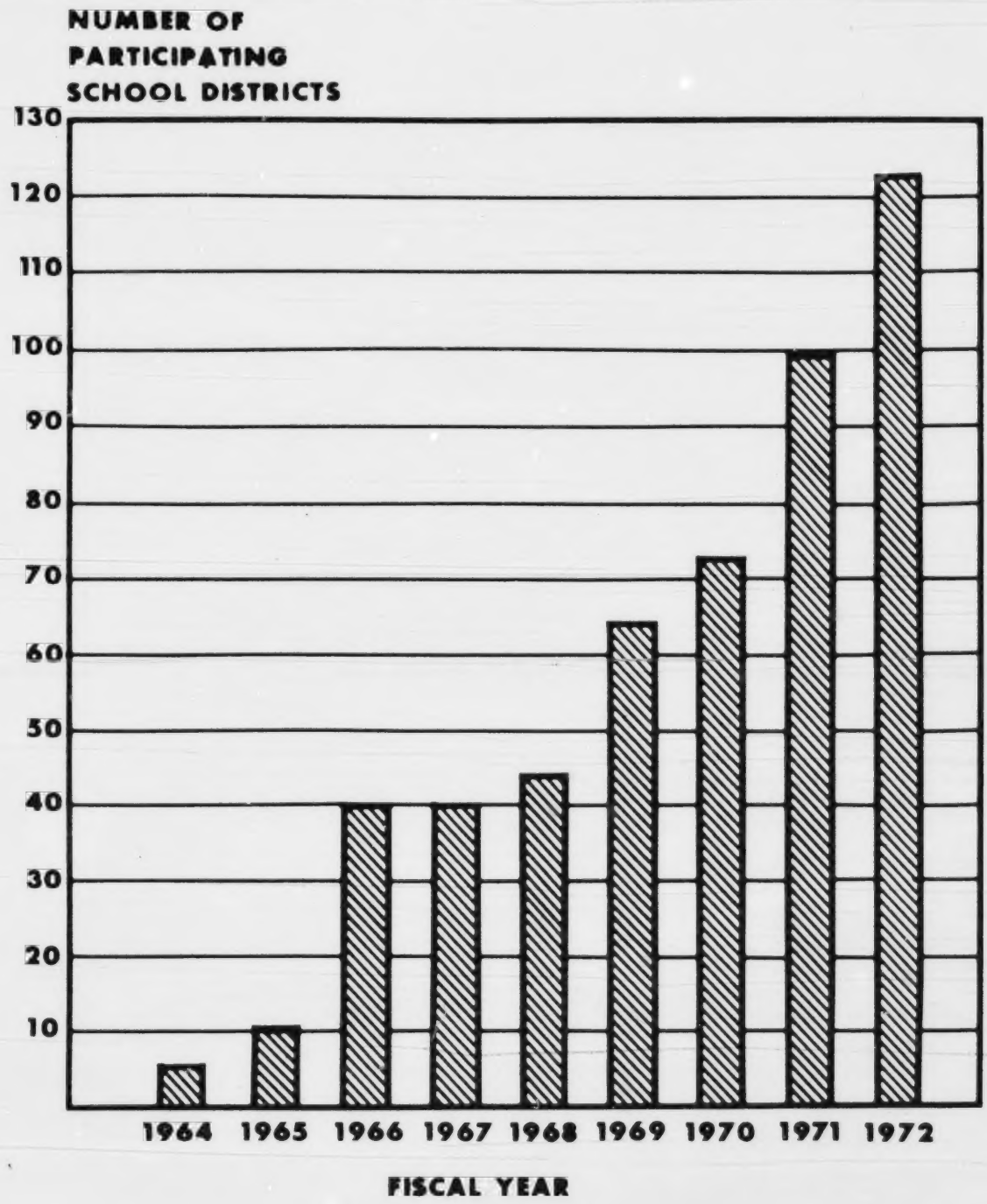

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Figure C shows the percent of migrant students who are overage for their grade level. The figure shows comparative data for the past three school years. It appears that the problem of overage students is not as great as it was three years ago. However, there is one unusual factor, exemplified in Table 2: in almost all cases the percent of overage students is higher in the seven-month schools than in the regular migrant schools. The dropout rate (discussed later) is also lower for the regular migrant school districts than for the seven-month districts indicating a greater holding power as well as lower age levels per grade in the ten-month programs.

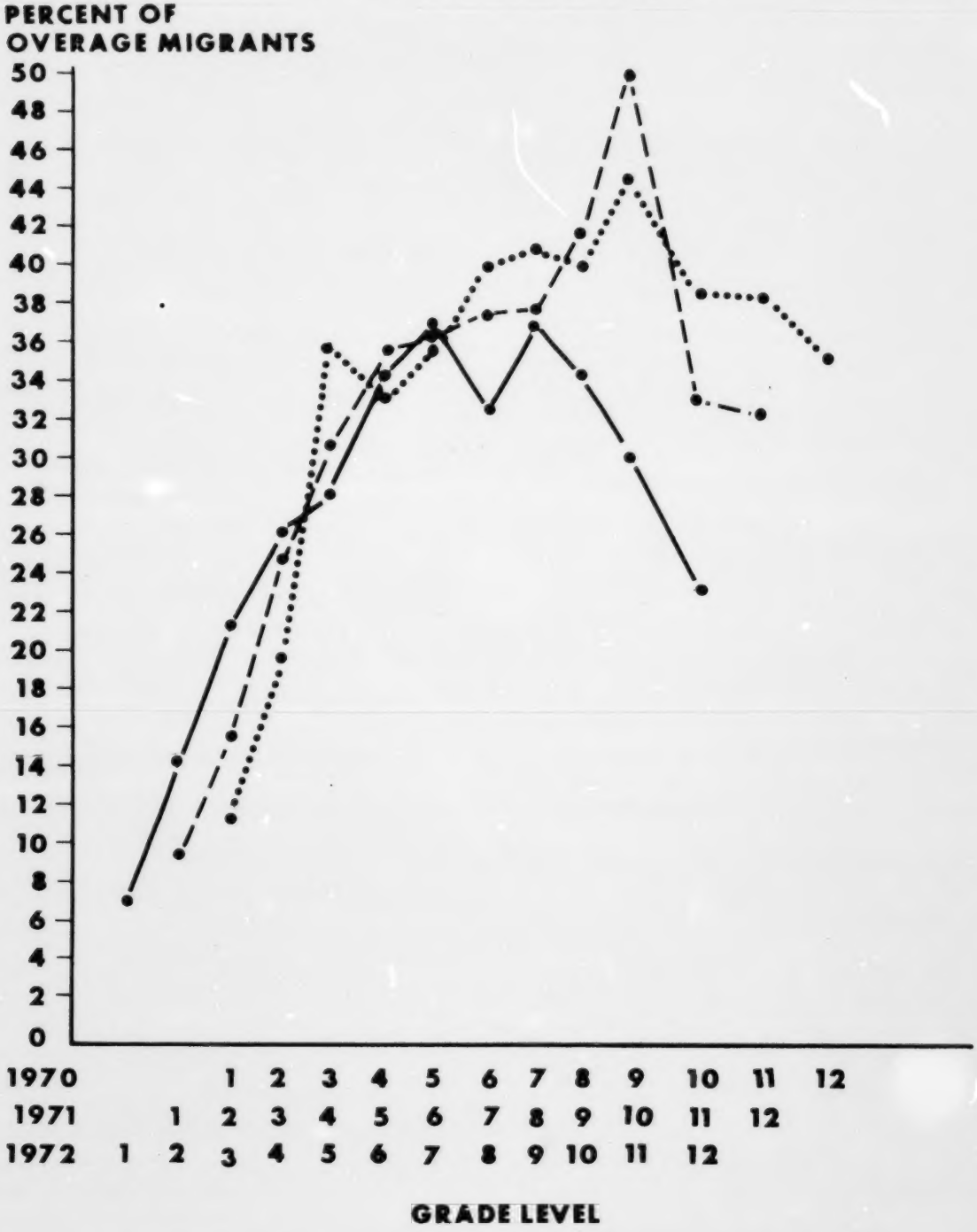
Table 2 PARTICIPANTS IN THE MIGRANT PROGRAM BY AGE/GRADE LEVEL

Grade Level	Number of students at age for grade level*		Number of students overage for grade level**		Percent of students overage for grade level**	
	7-month	Regular	7-month	Regular	7-month	Regular
1	2,493	3,134	203	234	7.5	6.9
2	2,150	2,547	390	373	15.4	12.8
3	1,922	2,172	597	494	23.7	18.5
4	1,624	1,858	659	564	28.9	23.3
5	1,419	1,795	669	561	32.0	23.8
6	1,208	1,472	819	559	40.4	27.5
7	1,065	1,317	775	593	42.1	31.0
8	1,021	1,308	620	489	37.8	27.2
9	925	327	553	180	37.4	35.5
10	763	325	380	184	33.2	36.1
11	500	196	219	80	30.5	29.0
12	506	226	122	99	19.4	30.5
Total	15,542	16,677	6,006	4,410	27.9	20.9

*"At age" means age of child is less than or equal to "6" plus the grade level.
**"Overage" means age of child is greater than or equal to "7" plus the grade level.

Figure C

PERCENT OF OVERAGE MIGRANTS BY GRADE



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PUPIL SERVICES

One of the supporting strategies of the migrant program is a network of pupil services, both in school and out of school. The emphases of these services is on enabling a migrant child to arrive in the classroom for instruction well-fed, well-clothed, in good physical condition, and free of sociological and psychological barriers.

The per pupil cost of the Pupil Service Program for migrants was $118 in the seven-month program and $130 in the regular program. Approximately 80 percent of the children in each program received at least one type of pupil service from the school district. This participation is detailed in Tables 4 and 5. Table 3 details the source of funding of pupil services. The school districts in the regular migrant program provided a greater percent of local and state resources for pupil services than the seven-month schools.

Table 3 SOURCE OF PUPIL SERVICE FUNDS

	Regular Term		Seven-month	
Source	Dollars	Percent of Total Funds	Dollars	Percent of Total Funds
Title I, Migrant	$638,464	26.1%	$921,398	40.1%
Title I, Regular	149,319	6.1	98,982	4.3
Other Federal Sources	14,003	.6	170,620	7.4
National School Lunch	1,121,669	45.9	810,157	35.2
State	334,142	13.7	203,310	8.9
Local	185,839	7.6	94,295	4.1
Total	$2,443,436	100.0%	$2,298,462	100.0%

Additional services were provided by agents outside the school district including private businesses, individuals, service organizations, churches, city, county, state, and federal agencies. From the data received, it appears that the students in the seven-month program received more services from county, federal, or state agencies, and students in the regular program received more services from the other organizations.

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Table 4 PARTICIPATION OF MIGRANT CHILDREN IN PUPIL SERVICES IN THE SEVEN-MONTH MIGRANT PROGRAM

GRADE SPAN	NUMBER OF PUPILS (UNDUPLICATED) IN EACH COLUMN WHO RECEIVED COUNSELING IN THE FOLLOWING AREAS					MEDICAL	
	Emotional/ Behavioral Problem	Academic Problem	Scholarship/ College	Scholarship/ Vocational	Career/ Vocational	Referrals	Treatment
Pre Kinder-garten	11					44	44
Kinder-garten	97	108				1,043	710
1 - 6	1,760	2,218			191	2,624	2,328
7 - 12	1,194	2,851	410	264	780	1,542	1,071
Ungraded El. & Sec.	128	415			128	82	72
Special Education	39	33			8	30	28
Total	3,229	5,625	410	264	1,107	5,365	4,253

GRADE SPAN	DENTAL		FOOD			CLOTHING	
	Referrals	Treatment	Breakfast	Snack	Lunch	Number of Pupils in Need of Clothing	Number of Pupils Who Received Clothing
Pre Kinder-garten	30	30	91	7	91	40	40
Kinder-garten	573	296	692	1,472	1,785	631	581
1 - 6	1,287	748	3,852	1,154	11,778	3,401	3,001
7 - 12	896	261	997	363	5,163	1,018	751
Ungraded El. & Sec.	12	2			478	48	22
Special Education	8	8	70	51	152	85	27
Total	2,806	1,348	5,702	3,047	19,447	5,223	4,422

Table 5 PARTICIPATION OF MIGRANT CHILDREN IN PUPIL SERVICES IN THE REGULAR MIGRANT PROGRAM

GRADE SPAN	NUMBER OF PUPILS (UNDUPLICATED) IN EACH COLUMN WHO RECEIVED COUNSELING IN THE FOLLOWING AREAS					MEDICAL	
	Emotional/ Behavioral Problem	Academic Problem	Scholarship/ College	Scholarship/ Vocational	Career/ Vocational	Referrals	Treatment
Pre Kinder-garten	22					106	13
Kinder-garten	75	75				637	408
1 - 6	1,330	2,077	5	32	554	3,822	1,934
7 - 12	417	1,126	362	252	1,153	1,109	647
Ungraded El. & Sec.	23	47	31	72	100	304	120
Special Education	101	69			13	135	56
Total	1,967	3,373	398	356	1,820	6,110	3,178

GRADE SPAN	DENTAL		FOOD			CLOTHING	
	Referrals	Treatment	Breakfast	Snack	Lunch	Number of Pupils in Need of Clothing	Number of Pupils Who Received Clothing
Pre Kinder-garten	43	21	9	35	182	58	85
Kinder-garten	498	235	273	611	1,361	564	525
1 - 6	2,780	926	1,327	2,034	12,048	3,738	3,706
7 - 12	407	251	174	184	4,115	865	917
Ungraded El. & Sec.	35	39			1,019	58	58
Special Education	122	79	73	59	235	59	56
Total	3,883	1,551	1,856	2,923	18,864	5,338	5,343

INSTRUCTIONAL ACTIVITIES

There were six instructional areas in which programs were designed specifically to meet the needs of migrant students. These instructional areas were Oral Language Development, English Language Arts, Reading, Mathematics, Enrichment Experiences, and Vocational Education. Nearly all districts operated an Oral Language Development program serving over one-half of the students. Over 50 percent of the migrant students were also provided with special classes in English Language Arts, Reading, and Enrichment Experiences.

In each instructional area except English Language Arts, the per pupil expenditure was greater in the regular migrant program than in the seven-month program when figured on the basis of total funds expended. A comparison was made of the amount of Title I, Migrant funds and funds other than Title I, Migrant which were expended in the instructional areas of the migrant program. The figures indicated that 62 percent of the funds expended for instruction in the regular migrant program were funds other than Title I, Migrant while 50 percent of the funds expended in the seven-month program were funds other than Title I, Migrant. The amount of Title I, Migrant money expended was approximately the same in both programs. Table 6 below shows the number of students served and the per pupil expenditures by total funds and migrant funds only.

Table 6 PER PUPIL EXPENDITURE IN THE MIGRANT PROGRAM FOR INSTRUCTIONAL ACTIVITIES

REGULAR MIGRANT PROGRAM Instructional Activity	Number of Students	Per Pupil Expenditure-All Sources	Per Pupil Expenditure-Migrant Funds
Oral Language Development	17,697	$300	$90
English Language Arts	11,136	114	57
Reading	13,064	167	75
Mathematics	6,488	118	49
Enrichment Experiences	10,993	52	28
Vocational Education	47	420	50
SEVEN-MONTH MIGRANT PROGRAM Instructional Activity	**Number of Students**	**Per Pupil Expenditure-All Sources**	**Per Pupil Expenditure-Migrant Funds**
Oral Language Development	9,729	$187	$101
English Language Arts	15,075	143	68
Reading	14,621	102	54
Mathematics	12,756	81	33
Enrichment Experiences	16,109	36	22
Vocational Education	1,038	279	124

TESTING PROGRAM

Public Law 89-10 requires measurement of program effectiveness. Testing of students participating in instructional programs for migrant students provides the Texas Education Agency with data on program effectiveness for reporting to the United States Office of Education.

All the usable test data received from any school district participating in the migrant program were examined and analyzed for this report. Several different standardized achievement instruments were used by the various reporting districts.

Table 7 shows the number of students who were tested (pre and post) and the approximate number of students enrolled by grade level and instructional area. The discrepancy between the number tested and the number enrolled was due to the sampling procedures within the school district. Not all students were tested. Only students who were pre and post tested were reported; therefore, many students were left out because there was information on only one test. The data were divided according to scores available from the seven-month migrant program and the regular migrant program.

The data were combined according to the type of instructional area tested by a standardized achievement subtest and according to grade level. The three areas tested reflect the major areas of migrant program curriculum. The Paragraph Meaning subtest reflects reading ability, vocabulary, and comprehension. The Reading Composite subtest reflects language skills with emphasis on grammar and sentence construction. The Mathematics subtest reflects concepts and computational skills.

Tables 8, 9, and 10 contain information from the seven-month schools according to the percent of pupils who made gains or losses per month of instruction. From Table 10, as an example, one can determine that 24.6 percent of the 122 pupils tested in the second grade made a gain of two or more months in grade equivalence for each month of instruction and that .8 percent showed a loss of at least one-tenth month for each month of instruction in mathematics. This same kind of information for the pupils in the regular program is reflected in Tables 11, 12, and 13.

Table 14 shows the mean grade equivalent scores for pupils from the seven-month schools for both the pre and post tests in the three areas tested, while Table 15 has the same data for the pupils in the regular migrant program.

While there have been no figures quoted nationally concerning what normal gain per month should be for a migrant student, the normal gain for disadvantaged students is .7 month gain per month. The tables in this report show gains of greater or less than .5 month gain per month. In most grade levels the percent of students with .5 month gain per month or greater was over 50 percent and in several instances the percent of students

was greater than 70 percent. These figures indicate that the students in the migrant program are making important gains; however, in terms of grade equivalence they continue to rank below their grade level as compared to national norms. The difference in mean grade equivalent and actual mean grade level becomes greater at higher grade levels. (i.e. Referring to Table 14, at the time of post-test of the second grade or approximately a grade level of 2.7 the mean grade equivalent is 2.1, while at the time of post-test of the eighth grade or approximately 8.7 the grade equivalent is 5.6.)

While significant numbers of migrant students are making gains, the mean growth of specific groups of migrant children is still behind the national norm for comparable grade levels.

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Table 7

PARTICIPATION IN TESTING

Reading

Seven-month Program	Paragraph Meaning	Reading Composite	
Grade Level	Number Tested	Number Tested	Number Enrolled
2	37	59	1,815
3	225	208	1,842
4	49	145	1,611
5	69	142	1,330
6	173	248	1,560
7	13	123	1,174
8	172	129	1,066

Regular Program	Paragraph Meaning	Reading Composite	
Grade Level	Number Tested	Number Tested	Number Enrolled
2	109	340	1,609
3	147	494	1,563
4	94	405	1,343
5	96	403	1,315
6	125	375	1,158
7	65	359	983
8	75	321	953

Mathematics

	Seven-Month Program		Regular Program	
Grade Level	Number Tested	Number Enrolled	Number Tested	Number Enrolled
2	122	1,520	190	817
3	175	1,595	238	749
4	72	1,202	204	609
5	72	1,002	312	686
6	139	1,148	187	567
7	44	984	177	421
8	110	896	155	373

Table 8 PARAGRAPH MEANING GAIN (LOSS) SCORES PER MONTH FOR SEVEN-MONTH SCHOOLS

GRADE LEVEL	NUMBER OF PUPILS	2.0 AND GREATER (GAIN)	1.0 to 1.9	.5 to .9	.1 to .4	0 (NO CHANGE)	-.1 AND GREATER (LOSS)
2	37	2.7%	10.8%	43.2%	24.3%	13.5%	5.4%
3	225	15.6	21.8	19.1	12.8	10.2	20.4
4	49	20.4	16.3	16.3	18.4	2.0	26.5
5	69	21.7	15.9	11.6	10.1	5.8	34.8
6	173	32.9	20.2	8.7	4.6	6.9	26.6
7	13	-	-	46.1	15.4	23.1	15.4
8	172	40.7	15.1	8.1	6.4	8.7	21.0

Table 9 READING COMPOSITE GAIN (LOSS) SCORES PER MONTH FOR SEVEN-MONTH SCHOOLS

GRADE LEVEL	NUMBER OF PUPILS	2.0 AND GREATER (GAIN)	1.0 to 1.9	.5 to .9	.1 to .4	0 (NO CHANGE)	-.1 AND GREATER (LOSS)
2	59	10.2%	27.1%	20.3%	27.1%	6.8%	8.5%
3	208	11.1	35.1	24.5	17.3	4.8	7.2
4	145	7.6	25.5	33.1	21.4	4.1	8.3
5	142	12.0	30.3	24.6	18.3	5.6	9.2
6	240	14.5	27.0	17.3	12.1	4.8	23.8
7	123	30.9	26.8	13.0	8.9	4.1	16.3
8	129	21.7	21.7	14.0	9.3	2.3	31.0
9	40	20.0	27.5	20.0	5.0	7.5	20.0

Table 10 MATH COMPOSITE GAIN (LOSS) SCORES PER MONTH FOR SEVEN-MONTH SCHOOLS

GRADE LEVEL	NUMBER OF PUPILS	2.0 AND GREATER (GAIN)	1.0 to 1.9	.5 to .9	.1 to .4	0 (NO CHANGE)	-.1 AND GREATER (LOSS)
2	122	24.6%	44.3%	17.2%	9.8%	3.3%	.8%
3	175	24.0	38.9	22.3	8.6	1.1	5.1
4	72	6.9	37.5	30.6	11.1	4.2	9.7
5	72	11.1	38.9	34.7	11.1	2.8	1.4
6	139	9.4	33.1	12.2	20.1	5.8	19.4
7	44	31.8	27.3	9.1	2.3	6.8	22.7
8	110	23.6	23.6	7.3	11.8	6.4	27.3

Table 11 PARAGRAPH MEANING GAIN (LOSS) SCORES PER MONTH
REGULAR MIGRANT PROGRAM

GRADE LEVEL	NUMBER OF PUPILS	2.0 AND GREATER (GAIN)	1.0 to 1.9	.5 to .9	.1 to .4	0 (NO CHANGE)	-.1 AND GREATER (LOSS)
2	109	.9%	22.9%	26.6%	38.5%	7.3%	3.7%
3	147	6.8	21.8	21.8	21.7	10.2	17.7
4	94	7.4	33.0	28.7	17.0	6.4	7.4
5	96	12.5	31.2	18.8	21.9	3.1	12.5
6	125	12.0	22.4	19.2	10.4	4.8	31.2
7	65	26.1	27.7	15.4	15.4	4.6	10.8
8	75	34.6	17.3	12.0	2.7	6.7	26.7

Table 12 RE.DING COMPOSITE GAIN (LOSS) SCORES PER MONTH
REGULAR MIGRANT PROGRAM

GRADE LEVEL	NUMBER OF PUPILS	2.0 AND GREATER (GAIN)	1.0 to 1.9	.5 to .9	.1 to .4	0 (NO CHANGE)	-.1 AND GREATER (LOSS)
2	340	11.8%	32.9%	24.1%	19.7%	4.1%	7.4%
3	494	7.3	23.7	30.5	18.2	6.7	13.6
4	405	9.6	22.0	29.4	21.5	5.4	12.1
5	403	10.4	23.3	19.6	19.4	8.2	19.1
6	375	9.9	23.2	20.5	17.6	6.7	22.1
7	359	19.2	27.8	12.0	10.6	4.5	25.9
8	321	24.9	23.4	10.9	11.5	5.3	24.0
9	60	38.3	30.0	15.0	6.7	-	10.0

Table 13 MATH COMPOSITE GAIN (LOSS) SCORES PER MONTH
REGULAR MIGRANT PROGRAM

GRADE LEVEL	NUMBER OF PUPILS	2.0 AND GREATER (GAIN)	1.0 to 1.9	.5 to .9	.1 to .4	0 (NO CHANGE)	-.1 AND GREATER (LOSS)
2	190	6.3%	30.0%	31.6%	19.5%	6.3%	6.3%
3	238	18.4	36.1	15.5	9.2	7.6	8.8
4	204	15.7	30.9	21.1	14.7	4.4	13.2
5	312	7.1	21.5	30.1	17.0	6.4	17.9
6	187	11.2	22.5	18.2	17.1	8.6	22.5
7	177	27.7	19.2	10.2	14.1	2.2	26.6
8	155	26.4	25.4	7.1	8.4	7.1	26.4

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Table 14

GRADE EQUIVALENT MEAN SCORES
FOR DISTRICTS IN THE SEVEN-MONTH PROGRAM

Reading Composite

Grade	Number of Pupils	Pretest Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain
2	59	1.5	2.1	.6
3	208	2.1	2.8	.7
4	145	3.0	3.7	.7
5	142	3.7	4.5	.8
6	248	4.2	4.7	.5
7	123	4.8	5.7	.9
8	129	5.2	5.6	.4
9	40	5.1	5.7	.6

Paragraph Meaning

Grade	Number of Pupils	Pretest Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain
2	37	1.5	1.8	.3
3	225	2.1	2.4	.3
4	49	3.1	3.4	.3
5	69	3.7	4.2	.5
6	173	3.8	4.3	.5
7	13	4.7	5.3	.6
8	172	5.1	5.7	.6

Mathematics

Grade	Number of Pupils	Pretest Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain
2	122	1.4	2.2	.8
3	175	2.5	3.3	.8
4	72	3.3	4.0	.7
5	72	3.9	4.8	.9
6	139	4.7	5.4	.7
7	44	6.0	6.5	.5
8	110	6.3	6.7	.4

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Table 15

GRADE EQUIVALENT MEAN SCORES
FOR DISTRICTS IN THE REGULAR PROGRAM

Reading Composite

Grade	Number of Pupils	Pretest Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain
2	340	1.3	1.9	.6
3	494	2.1	2.6	.5
4	405	2.9	3.4	.5
5	403	3.7	4.2	.5
6	375	4.4	4.9	.5
7	359	4.8	5.3	.5
8	324	5.4	6.1	.7

Paragraph Meaning

Grade	Number of Pupils	Pretest Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain
2	109	1.6	2.2	.6
3	147	2.1	2.5	.4
4	94	2.7	3.5	.8
5	96	3.4	3.9	.5
6	125	3.8	4.3	.5
7	65	4.2	5.2	1.0
8	75	6.0	6.4	.4

Mathematics

Grade	Number of Pupils	Pretest Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain
2	190	1.6	2.0	.4
3	238	2.3	3.0	.7
4	204	3.1	3.7	.6
5	312	4.2	4.7	.5
6	187	4.9	5.2	.3
7	177	5.6	6.2	.6
8	155	6.3	6.9	.6

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DROPOUT INFORMATION

"A dropout is a pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school."

The most common reasons reported for dropping out seem to be economic, underachiever/overage, and marriage/pregnancy. Most other reasons represented less than 10 percent of the total dropouts for the population. The percent of the total dropout population who are migrants decreased from 16.8 percent in 1970-71 to 12.1 percent in 1971-72. The percent of migrant pupils who dropped out decreased from 4.7 percent in 1970-71 to 1.9 percent in 1971-72. Tables 16 and 17 present the number of students who dropped out in the seven-month program and the regular program respectively.

Approximately 62 percent of the migrant dropouts from the regular program were lost in Grades 5 - 8. However, once in high school, the students appeared to remain in school. Migrant dropouts from the regular program made up 27 percent of all dropouts from the regular migrant schools in grades 5 - 8, but only 3.6 percent of all dropouts in Grades 9 - 12.

Just the opposite was the case with the migrants in the seven-month program. Approximately 76 percent of the migrant dropouts from the seven-month program were lost in Grades 9 - 12. The migrant seemed to stay in school until high schcol and then drop out. In the districts operating seven-month programs, migrant dropouts made up 18 percent of all dropouts in Grades 5 - 8 and 20.3 percent of all dropouts in Grades 9 - 12.

This information does not mean that one program is better than the other, but perhaps each of the programs could learn from the other, possibly lowering the dropout rate in all grade levels.

Figure D

PERCENT OF TOTAL DROPOUTS WHO ARE MIGRANT PUPILS

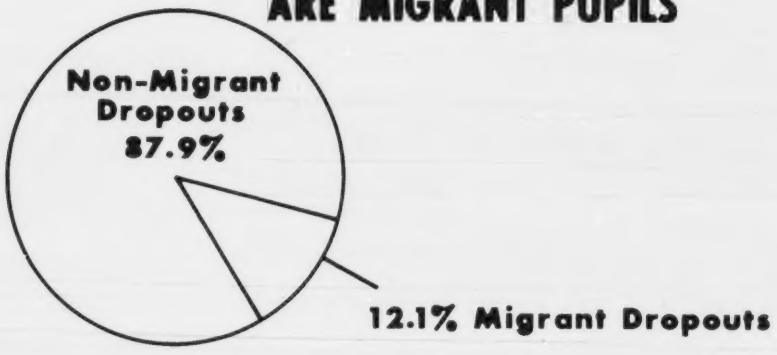

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Table 16 DROPOUT INFORMATION FOR THE SEVEN-MONTH MIGRANT PROGRAM

REASONS FOR DROPPING OUT	DROPOUTS FROM TOTAL SCHOOL ENROLLMENT AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical	3	1	10	5	18	15	11	6	69
Mental	1				3	2	3	5	14
Economic	79	51	126	122	369	271	151	60	1229
Marriage/Pregnancy	1	2	21	63	133	88	75	39	422
Underachiever/Overage	1	9	40	57	133	81	63	44	428
Lack of Communication Skills		3	3	21	14	10	13	4	68
Disciplinary Action	1	6	16	17	43	29	15	4	131
Curriculum Unsuited to Pupil's Needs	1		14	9	34	21	23	15	117
Other (Specify)	8	11	14	29	208	54	43	27	394
Total Per Grade	95	83	244	323	955	571	397	204	2872

REASONS FOR DROPPING OUT	DROPOUTS FROM MIGRANT PROGRAMS AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical			2	1	3	2			8
Mental						1			1
Economic	6	4	16	21	67	51	25	16	206
Marriage/Pregnancy		1	7	19	34	22	17	13	113
Underachiever/Overage		7	12	19	45	27	14	17	141
Lack of Communication Skills	1			3	1	3	1		9
Disciplinary Action		1	3	4	4	2	2	1	17
Curriculum Unsuited to Pupil's Needs				1	7	5	3	3	19
Other (Specify)		4	2	1	27	13	4	2	53
Total Per Grade	7	17	42	69	188	126	66	52	567

Twenty percent of the dropouts from total school enrollment were migrants.

Table 17 DROPOUT INFORMATION FOR THE REGULAR MIGRANT PROGRAM

REASONS FOR DROPPING OUT	DROPOUTS FROM TOTAL SCHOOL ENROLLMENT AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical		6	13	15	47	58	49	20	208
Mental	1	2	3	1	24	17	17	17	82
Economic	28	28	54	83	178	281	239	159	1050
Marriage/Pregnancy		4	63	163	218	249	272	172	1141
Underachiever/Overage	2	6	31	102	146	158	130	65	640
Lack of Communication Skills	2		2	8	19	31	38	14	114
Disciplinary Action		6	53	60	188	163	137	56	663
Curriculum Unsuited to Pupil's Needs	1	3	12	19	64	58	62	22	241
Other (Specify)	4	15	51	39	239	244	197	34	823
Total Per Grade	38	70	282	490	1123	1259	1141	559	4962

REASONS FOR DROPPING OUT	DROPOUTS FROM MIGRANT PROGRAMS AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical		2	4	1		1			8
Mental		1							1
Economic	23	18	20	36	9	12	8	3	129
Marriage/Pregnancy		1	10	22	11	12	8	2	66
Underachiever/Overage	1	3	15	25	10	4	4	3	65
Lack of Communication Skills	1				1				2
Disciplinary Action		1	8	7	5	2	5	1	29
Curriculum Unsuited to Pupil's Needs	1		3	4	2	5	3	3	21
Other (Specify)	2	11	12	5	13	14	5		62
Total Per Grade	28	37	72	100	51	50	33	12	383

Eight percent of the dropouts from total school enrollment were migrants.

GRADUATE FOLLOW-UP

It should be noted that of the 104 districts operating regular migrant programs, only 15 districts reported any migrant seniors in 1970-71. Of the 19 reporting districts with seven-month migrant programs, 15 districts had migrant seniors in 1970-71.

In 1971 there were 339 identified migrant graduates in the 15 districts operating regular programs out of a total of 2,467 graduates. Thus, 14 percent of the graduates were migrants. In the seven-month program, 10 percent of the 6,219 graduates were migrants.

The percentages listed in Table 18 are all based on the total number of graduates in the population group. For example, in Table 18 the 500 graduates employed in a vocation training area is 8 percent of the total number of graduates, 6,219. If one were to compare this number with the number of graduates who had received occupational training at the secondary level, the result would be approximately 25 percent. Other derived comparisons can be made from the tables.

In comparing the 1971 graduates with the graduates of 1970, it appears that a greater percent of the 1971 migrant graduates continued their education either in college or through occupational training.

Table 18 FOLLOW-UP OF 1970-71 GRADUATES

POPULATION GROUP	TOTAL GRADUATES	NUMBER OF GRADS WHO RECEIVED OCCUPATIONAL TRAINING AT SECONDARY LEVEL	NUMBER OF GRADS CONTINUING EDUCATION		NUMBER OF GRADS EMPLOYED		NUMBER OF GRADUATES ENTERING THE ARMED FORCES
			College	Training	Occupational Training Area	Other Areas	
Regular Migrant Program							
Total School Enrollment	2467	1368 (55%)	1072 (43%)	282 (11%)	407 (16%)	296 (12%)	129 (5%)
Migrant	339	208 (61%)	74 (22%)	49 (14%)	44 (13%)	98 (29%)	34 (10%)
Seven-month Migrant Program							
Total School Enrollment	6219	2038 (33%)	1597 (26%)	467 (7%)	500 (8%)	551 (9%)	184 (3%)
Migrant	629	306 (49%)	207 (33%)	76 (12%)	83 (13%)	111 (18%)	42 (7%)

PARENTAL INVOLVEMENT

The 1970-71 Annual Evaluation Report recommended that "all school districts implement a comprehensive Parental Involvement Program according to the guidelines developed by the Division of Migrant and Preschool Program." Table 19 shows the number of parents who participated in various activities in 1971-72. It appears that nearly all parents were involved in one activity or another. The activity attracting the largest number of parents was the open house or special events for parents. Over 1,800 parents were enrolled in adult education classes or study groups.

Table 19 NUMBER OF PARENTS INVOLVED IN SCHOOL ACTIVITIES

Regular Migrant Program	7-Month Migrant Program	
402	197	Program aides (to teachers, counselors, librarians, administrators)
150	12	Medical aides
161	111	Lunchroom aides
203	42	Instructional resource persons
654	180	Advisory committees
780	614	Chaperones
217	52	Interpreters
117	53	Counselor for dropouts, delinquents, etc.
309	100	Providing transportation
3885	4094	Parent-teacher conferences
881	920	Adult education classes or study groups
1089	423	Received home visits by teachers of special education classes
6117	8060	Received home visits by other members of the school staff
10,160	10,859	Open house; special events for parents
4553	4277	PTA or other similar organizations
508	212	Assessment, Planning, Evaluation
104	110	Other

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PERSONNEL IN THE MIGRANT PROGRAM

Personnel were reported according to their participation in the migrant program regardless of the source of funding for their salary. The majority of the professional personnel serving the seven-month migrant program spent more than 75 percent of their working time in this program. In the regular program, the majority of the professional personnel spent less than half of their working time in the migrant program.

In the Title I Migrant Program, 48 percent of the teachers have had one year or less of experience working with migrants while 26 percent have had four or more years experience working with migrants. Figure E shows the experience of the migrant teachers, and Figure F shows the certification status of the migrant teachers. There were 995 teacher aides working with migrant children.

Figure E

PERCENT OF TEACHERS ACCORDING TO NUMBER OF YEARS TEACHING EXPERIENCE IN THE MIGRANT PROGRAM

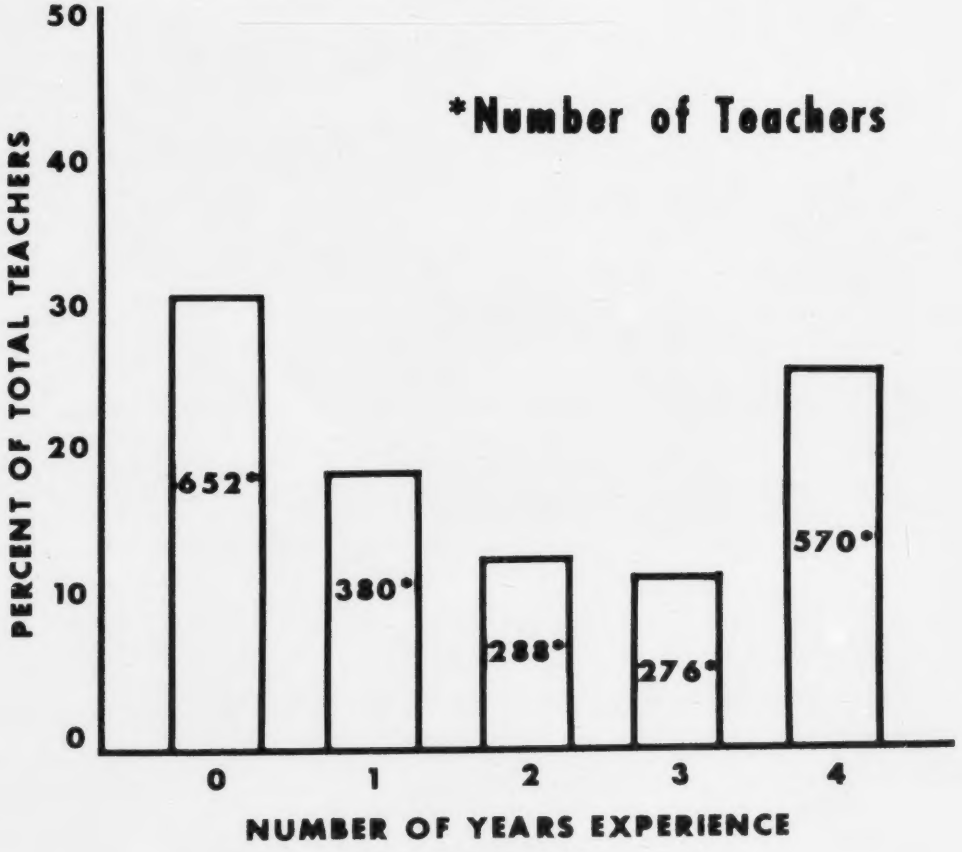

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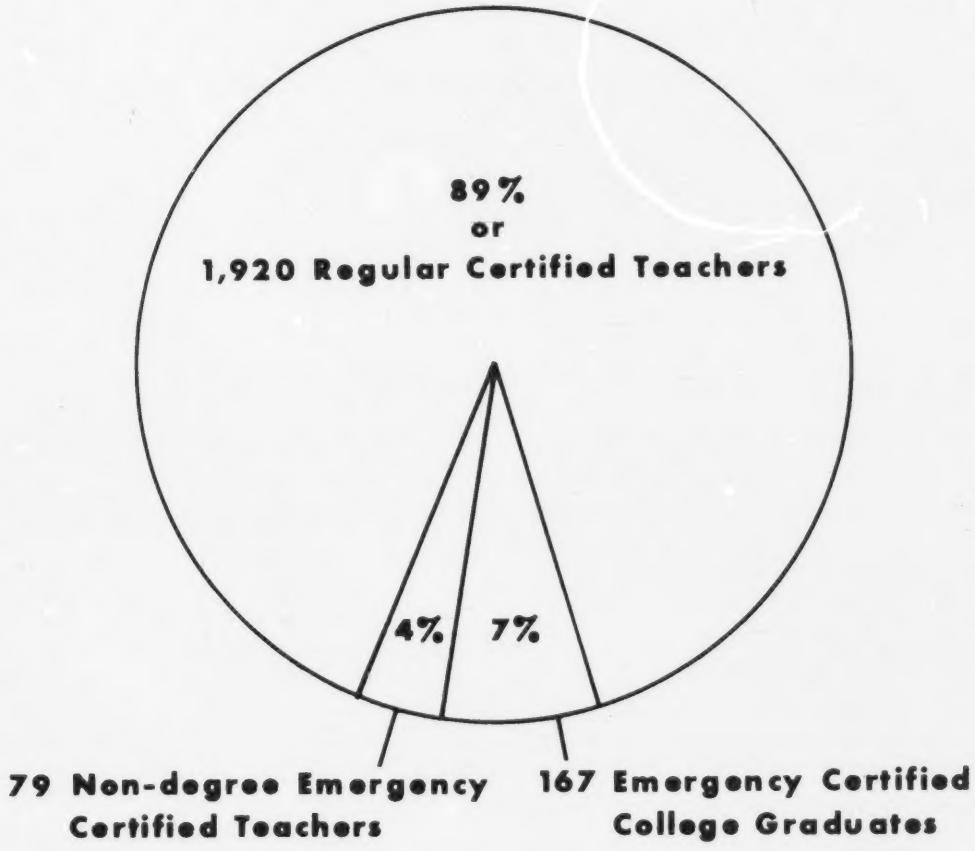
Figure F
CERTIFICATION STATUS OF TEACHERS



In the seven-month program, 56 percent of the counselors are bilingual compared to 27 percent in the regular program. Also, in the seven-month program 58 percent of the counselors have worked with migrants for six years, and only 8 percent are new to the program. In the regular program, 15 percent of the counselors have had six years migrant experience while 31 percent are new to the program. Tables 20 and 21 show the background of counselors in the migrant program.

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Table 20 BACKGROUND OF COUNSELORS IN THE REGULAR MIGRANT PROGRAM

GRADE SPAN	NUMBER OF COUNSELORS	NUMBER OF COUNSELORS WHO ARE BILINGUAL	PRIOR YEARS OF EXPERIENCE WORKING WITH MIGRANTS						
			0	1	2	3	4	5	6
Kinder-garten	16	3 (19%)	6	3	2	3	1		1
1 - 6	60	19 (32%)	18	11	10	8	6	2	5
7 - 12	74	19 (26%)	22	13	5	8	8	3	15
Ungraded El. & Sec.	4	2 (50%)	1	2	1				
Special Education	10	1 (10%)	4	2	2		1		1

Table 21 BACKGROUND OF COUNSELORS IN THE SEVEN-MONTH MIGRANT PROGRAM

GRADE SPAN	NUMBER OF COUNSELORS	NUMBER OF COUNSELORS WHO ARE BILINGUAL	PRIOR YEARS OF EXPERIENCE WORKING WITH MIGRANTS						
			0	1	2	3	4	5	6
Kinder-garten	2	2 (100%)			1		1		
1 - 6	13	9 (69%)	2	2	2			2	5
7 - 12	44	21 (48%)	2	3	3	1	2	3	30
Ungraded El. & Sec.	2	2 (100%)	1				1		
Special Education	1	1 (100%)							1

Staff Development

A total of 1,745 teachers, 967 teacher aides and 354 others received training in staff development programs conducted for Texas Child Migrant Program personnel. These staff development programs included workshops, college courses, study groups, professional meetings, project visitations, in-district conferences and observation-critiques. Approximately 80 percent of the migrant teachers and 97 percent of the migrant teacher aides received some type of training.

The workshop was by far the most popular staff development activity with more than 95 percent of the teachers attending at least one workshop. Although only 5.5 percent of the teachers attended college as a part of their staff development, these college courses were paid for by the school district.

Summer Institutes

In order to improve instructional programs in migrant public schools and develop the skills and competencies of teachers who provide treatment for migrant children, the Texas Education Agency funded several summer institutes using money from Title I, ESEA Migrant. The 1971 migrant summer institute trained personnel for the 1971-72 school year although the funds were provided from Fiscal Year 1971. The 1971 summer institutes were held at Region XVII Education Service Center in Lubbock, Texas A & I Univeristy, Region I Education Service Center in Edinburg, and the University of Corpus Christi. These institutes offered training for administrators, teachers, and teacher aides working with migrant students. All of the institutes were judged a success and a valuable experience by the participants.

0040

SCHOOL DISTRICTS' EVALUATION OF THE MIGRANT PROGRAM

In the judgement of the school districts, 78 percent felt the results produced by the migrant programs were very worthwhile and a good investment of funds. The other 22 percent felt that the results were adequate but not outstanding. All districts thought the program was worth the cost, and many reported that positive effects were identifiable in school attendance, physical education participation, more favorable grades from teachers and a decrease in the dropout rate.

More than two-thirds of the schools reported participation in the planning of migrant programs by the local district administrative staff, ancillary personnel, teachers and principals, parents, and staffs of the Education Service Centers and Texas Education Agency.

The migrant program has given these children an opportunity to enter school late yet begin at their present level and work at their own rate. The chance to have nourishing meals, adequate clothing, medical and dental care, has given these children the incentive to stay in school and look forward to higher education and/or saleable skill that would have not been probable otherwise.

TEXAS SUMMER CHILD MIGRANT PROGRAM

Pupil Eligibility

For purposes of the summer program only, the definition of a migrant student was as follows:

> A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another since January 1, 1968, in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities.

Only students meeting this definition were enrolled in summer programs being operated with Title I Migrant funds.

A total of 4,943 students in 41 school districts participated in the 1972 summer program.

Summer Curriculum

The planning for a Summer Migrant Program was conducted by a committee composed of teachers in the program, counselors, principals, or principal in charge of the Migrant Program, visiting teacher, or persons of similar qualifications. The planning included curriculum, scheduling, placement of students, field trips, and materials to be ordered.

The daily schedule included oral language development, reading, social studies, science (including health and hygiene), arts and crafts, mathematics, and recreation. The emphasis was placed on the development of language arts skills, since this has been found to be the major area of weakness in migrant children.

In order to attract students to the Summer Program, a strong arts and crafts program for both boys and girls was operated. A good recreation program (including swimming, if possible) with a variety of field trips, was also planned. Each student participated in at least two field trips.

The program was a significant departure from the program as operated during the regular school year. It moved toward a multi-sensory approach and individualized instruction. Experiential group activities, role playing, games, musical activities, and varied media presentations were emphasized to make the Summer Program a pleasant learning experience. The program was structured toward the alleviation of student deficiencies and not on "making up" courses or classes failed in the regular term.

Summer Migrant Funding

Funding for the Summer Program was on the basis of $190 per pupil enrolled in grades K - 8 as of the third day of the program. Each classroom was provided the following personnel and services:

1 Teacher
1 Teacher aide
Instructional materials
Food: breakfast, lunch, and snack
Personnel to prepare food
Transportation (as Needed)
Field trips (community services, museums, parks, industrial complexes, etc.)
Operation of plant
Clothing
Attendance services
Health services
Fixed charges.

There were no more than twenty pupils per classroom, but a minimum of fifteen pupils per classroom.

High school students who wished to attend an accredited summer school in order to secure high school course credit received tuition and transportation for such courses. Funding for these students was on the basis of $40 per pupil.

Ancillary Services

Students enrolled in the program received breakfast, a hot lunch, and at least one snack per day. Clothing was provided for students in need. Swimming and physical education clothing were also provided if needed. Nurses and home-school liaison personnel were employed where it was warranted. Approximately one-half of the students received physical examinations and follow-up services. Transportation was provided where distance from school and other factors made it necessary. Agents outside of the local school district also provided services to many students.

Personnel

There were 398 teachers and 420 aides, which provided each teacher a full-time teacher aide. Outstanding teachers and aides in the regular migrant program were given top priority for employment in this program. Second priority was given to those outstanding teachers and aides with previous experience teaching migrant children. Nearly all teachers were appropriately certified by Texas Education Agency for their assignment. The use of bilingual teachers and aides was encouraged.

Some schools operated a pre and continuing in-service program since this program was operated differently from the regular school program.

SUMMARY

The Texas Child Migrant Program is designed to allow each participating district to operate the program as it deems necessary, making its own objectives for the program. Therefore, there are no specific measurable objectives on a statewide basis other than broad goals. In order to properly evaluate the migrant program and its outcomes, the Texas Education Agency must specify the objectives for the program in measurable terms.

There are several statements which may be made after examination of the data.

- A fairly large percentage of migrant students are overage in the first grade and this percentage increases to 36 percent of the students overage at Grade 7. This information combined with the dropout information which indicates overage/underachiever as a major reason for dropping out implies that a program to reduce the percent of overage students is very much needed. The Texas Education Agency should initiate an assessment to determine the problems and needs of the migrant student in order to develop program objectives to meet these needs.

  The percent of migrant dropouts and the percent of overage migrants has decreased slightly over the past three years; however, added efforts are needed to decrease these percentages to a greater extent. The percent of the total dropout population who are migrants decreased from 16.8 percent in 1970-71 to 12.1 percent in 1971-72. The percent of migrant pupils who dropped out decreased from 4.7 in 1970-71 to 1.9 percent in 1971-72.

- A greater number of students in the migrant program were provided with reading and oral language development than any other instructional area. Test data according to standardized achievement tests in the subject area of oral language development are not available at this time. A reading comprehension score on achievement tests was used to judge the effectiveness of the reading program. Examination of the reading test data reveals that 61 percent of all pupils in Grades 2 - 9 made a gain of .5 per month or greater.

- It is becoming increasingly important to consider the success of any program in terms of its cost. At the present it is still difficult to attribute the cost for an instructional area to gains of pupils in that area. However, information was collected that could provide rough estimates of the cost-effectiveness of a program. Per pupil costs were computed by instructional area, and standardized achievement test data were collected in such a manner that unit costs per increment of gain could be estimated. For example, it was computed that the per pupil cost of reading programs in the seven-month migrant program was $102 and in the

regular migrant program, $167. According to data submitted in districts operating a seven-month program, pupils in the third grade showed a mean gain of .7. By dividing .7 into $102 it could be estimated that the cost per unit of achievement was $146. In districts in the regular migrant program, pupils in the third grade showed a mean gain of .5. Dividing .5 into $167, it could be estimated that the cost per unit of achievement was $334. This procedure could be followed for all grade levels in reading and mathematics. This example indicates that gains in reading achievement by third grade students in the seven-month program were made at a cost less than that spent in the regular migrant program. This information is intended only to serve as an example of how cost-effectiveness could be determined. Since many factors may be associated with pupil achievement and program expenditures, this formula should be used only as an indicator of the cost effectiveness.[1]

- The number of students served, teachers provided with in-service training, and education service center personnel involved in programs funded under Public Law 89-10, ESEA, Title I, Migrant, have increased since Fiscal Year 1964.

In conclusion, the Texas Child Migrant Program is contributing toward meeting the needs of this pupil population group as evidenced by a reduction in the dropout rate, gains in student achievement in reading, the high degree of parental involvement, and a high degree of participation by professionals in staff development activities.

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[1] See "An Economic Analysis of the Turnkeyed Taft Reading Program," Education Turnkey Systems, Inc., Appendix.